

Professional Responsibilities Rubric – Working Draft 11-9-10

Domain 1: Collaborate			
Competency	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
A. Participate actively in the process of educational decision-making	Consistently drives positive outcomes in educational decision-making.	Typically participates in educational decision-making and contributes to team and group meetings in a variety of meaningful ways.	Rarely participates in educational decision-making or contributes in a non-constructive manner.
B. Give assistance to and seek assistance from other educators in order to improve student learning	Educator actively seeks assistance from and/or gives assistance to other educators and community members to enhance and improve the learning of staff, self, students, and community.	Gives assistance to and/or receives assistance from other educators in a way that leads to improved student learning.	Fails to seek assistance from other educators and/or give assistance to other educators on a regular basis. Is not open to receiving input from others.
Domain 2: Believe In & Advocate For Students			
Competency	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
A. Act on the belief that all students can learn	Educator is actively committed to the education of all students in the school.	Typically displays a commitment to the education of all students for whom the educator is responsible.	Does not demonstrate the will and/or determination to meet the needs of students for whom he or she is responsible.
B. Set appropriately challenging goals for all students	Sets challenging goals, creates plans to reach those goals that are appropriate for all students and provides evidence of successful implementation of the plans.	Typically sets challenging goals that are appropriate for all students. Some evidence of planning and implementation is evident.	Does not set appropriate goals for students. Little or no evidence of planning or implementation is evident.
C. Advocate for students' best interests	Frequently and appropriately advocates for students' individualized needs.	Typically advocates for most students' individualized needs.	Infrequently or inappropriately advocates for students' individualized needs.
Domain 3: Create a Culture of Respect			
Competency	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
A. Demonstrate respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions	Educator is frequently recognized for his or her exceptionally respectful behavior toward other educators, students, parents, and other community members.	Typically demonstrates respect for other educators, students, parents, and other community members.	Does not consistently demonstrate respect for other educators, students, parents, and/or other community members.

B. Make concerted efforts to communicate with parents and families in a way that shares all information necessary to become meaningful partners in the child's education	Always makes concerted efforts to appropriately and promptly communicate with parents and families, helping families become meaningful partners in the educational process. Goes out of the way to keep parents informed.	Frequently makes concerted efforts to appropriately communicate with parents and families, responds meaningfully and promptly to contact from families. Engages in all forms of parent outreach required by school.	Does not make concerted efforts to appropriately communicate with parents and families. Does not respond meaningfully and/or promptly to contact from families. Does not participate fully in all forms of parent outreach required by school.
C. Work toward a safe, supportive, collaborative culture	Facilitates the development of a safe, supportive collaborative culture through school community interaction.	Works toward a safe, supportive collaborative culture through school community interaction.	Does not contribute to the development of a safe, supportive collaborative culture.

Domain 4: Contribute to the School Community

Competency	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
A. Lead, support, and/or participate in school-based initiatives as described in the district strategic plan	Goes above and beyond and/or assumes leadership role in support of school-based initiatives, as described in the district strategic plan.	Is demonstrably supportive of school-based initiatives, as described in the district strategic plan.	Does not actively support and/or ignores school-based initiatives, as described in the district strategic plan.
B. Lead and/or support school activities	Leads one or more activities and supports multiple other activities.	Leads and/or supports school activities.	

Domain 5: Exercise Professional Judgment & Development

Competency	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
A. Develop and maintain an understanding of current state, district, and school policies and initiatives	Contributes to the clarification of and sharing of current state, district, and school policies and initiatives.	Maintains a functional understanding of state, district, and school policies and initiatives and takes action(s) to stay informed about changes and developments.	Demonstrates a lack of functional understanding of, or compliance with, current state, district, and school policies and initiatives.
B. Follow all federal, state, district, and school policies		Follows all federal, state, district, and school policies.	Does not consistently follow some federal, state, district, and school policies.
C. Follow all applicable district policies governing educator attendance	Consistently devotes significant personal time to the school community beyond the regular school day.	Consistently follows all district attendance policies.	Does not consistently follow all district attendance policies.
D. Maintain professional standards guided by legal and ethical principles	Conduct always meets professional standards guided by legal and ethical principles. Contributes to the clarification of and sharing of current professional standards guided by legal and ethical principles.	Conduct consistently meets professional standards guided by legal and ethical principles.	Conduct does not consistently meet professional standards guided by legal and ethical principles.

<p>E. Engage meaningfully in the professional development process as described by district support and development programs</p>	<p>Is self-directed in pursuing professional development driven by feedback and reflection on his/her practices; this development leads to improved practice in self and/or colleagues.</p>	<p>Takes professional development process seriously and completes all required components and tasks as described by district support and development programs. Takes responsibility for continuous improvement.</p>	<p>Does not meaningfully engage in the professional development process as described by district support and development programs.</p>
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